

**THE INFLUENCE OF USING SNOWBALL THROWING STRATEGY
TOWARD STUDENTS' NARRATIVE TEXT WRITING ABILITY AT
THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTs
YAPENBAYA SOUTH LAMPUNG IN THE ACADEMIC YEAR
OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

By:

**ISTIKOMAH
NPM. 1211040192**

Study Program : English Education

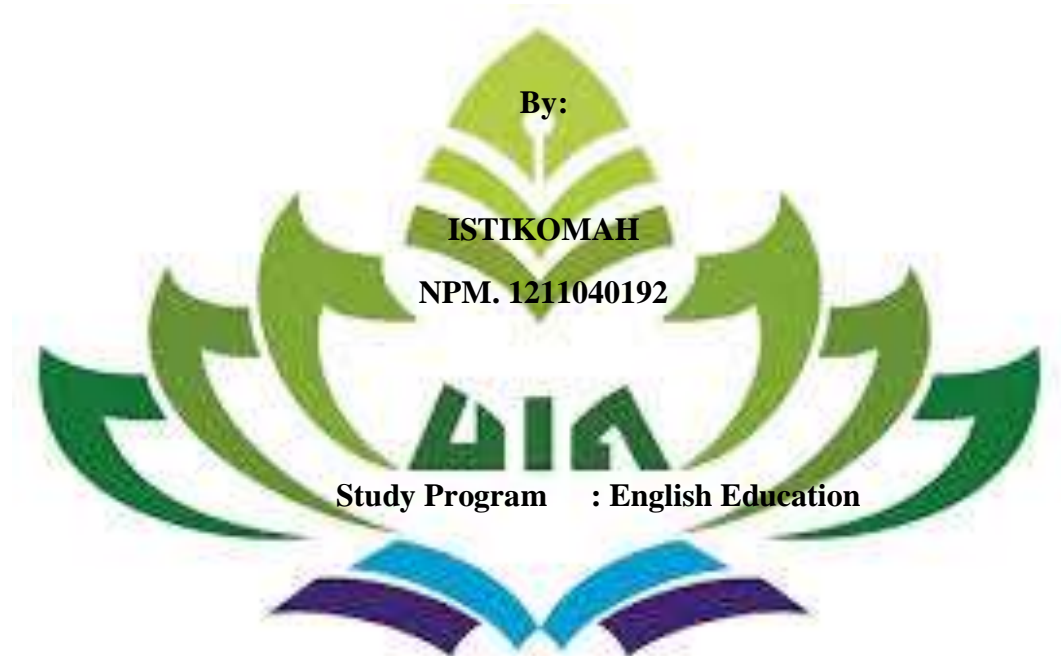


**TARBIYAH AND TEACAHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1442 H/2020 M**

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**TARBIYAH AND TEACAHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

THE INFLUENCE OF USING SNOWBALL THROWING STRATEGY TOWARDS STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE SECOND SEMESTER AT THE EIGHTH GRADE OF MTs YAPENBAYA SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018.

By:

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This research was conducted in MTs Yapenbaya South Lampung. Based on preliminary research that was done in the school, there were many students who had low ability in writing especially narrative text. The strategy that the teacher used to teach the students was not interesting to express the students' idea in writing. Therefore, the research applied Snowball Throwing strategy as an effective strategy to train students to be more responsive to receive message to a friend of the group. The objective of the research was to find out whether there was a significant influence of using Snowball Throwing strategy towards students' narrative text writing ability at the second semester of the eighth grade of MTs Yapenbaya South Lampung in the academic year of 2017/2018.

The research methodology was quasi experimental design. Population of this research was the eighth grade of MTs Yapenbaya South Lampung. The researcher took two classes consisting of 30 students for experimental class and 32 students for control class. In experimental class, the researcher used Snowball Throwing strategy, where as in control class the researcher used Expository strategy. The treatments were held in 3 meetings in which 2 x 40 minutes for each meeting.

After doing the data analysis, it was found that there was a significant influence of using Snowball Throwing strategy toward students' narrative text writing ability at the second semester of the eighth grade of MTs Yapenbaya South Lampung. It can be seen from the result of T-test was 3.5 and of $t_{critical}$ was 1.67. The criteria to know whether the hypothesis is accepted or not, was $t_{observed}$ higher than 1.67. This result means that there is a significant influence of using Snowball Throwing strategy towards students' narrative text writing ability at the second semester of the eighth grade of MTs Yapenbaya South Lampung in the academic year 2017/2018.

Keyword : *Narrative Text, Snowball Throwing strategy, Student' Writing Ability, Quasi Experimental Research.*



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THROWING STRATEGY TOWARD STUDENTS'
NARRATIVE TEXT WRITING ABILITY AT THE
SECOND SEMESTER IN THE EIGHTH GRADE OF
MTs YAPENBAYA SOUTH LAMPUNG IN THE
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ADMISSION


A thesis entitled: **"THE INFLUENCE OF USING SNOWBALL THROWING TOWARD STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTs YAPENBAYA SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018"** by: **Istikomah**, NPM: **1211040192**, Study Program: **English Education** was tested and defended in the examination session at UIN Raden Intan held on: **Tuesday, June 25th 2019**.

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DECLARATION

I hereby state that this thesis entitled “The Influence of Using Snowball Throwing Strategy Toward Students’ Narrative Text Writing Ability at The Second Semester in The Eighth Grade of MTs Yapenbaya South Lampung in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in this thesis.



MOTTO

نَ وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, by the pen and by the (record) which (men) write.” (QS. Al Qalam:1)¹

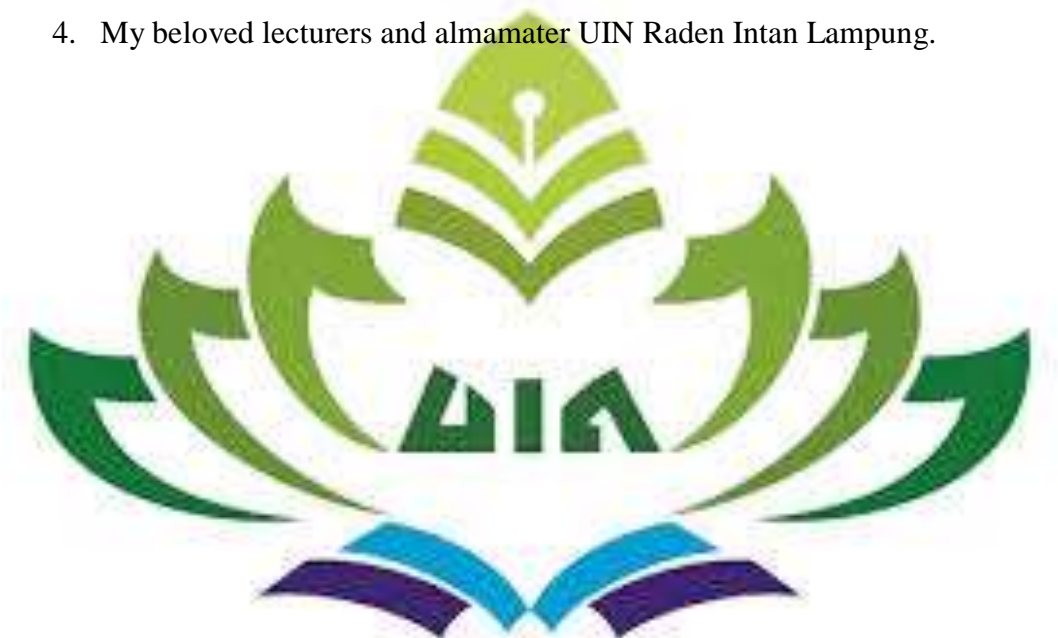


¹ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an New Edition Revised Translation, commentary and Newly Comprehensive Index* (Beltsville: Amana Publication, 2005), p. 106

DEDICATION

I dedicate this thesis to:

1. My beloved parents Mr. Suhemi and Mrs. Heriyah who always support and pray for my success.
2. My beloved brother Miftahul Hadi, and sister Desma Hemalia Afwa who have motivated and prayed for me a lot in my life.
3. My families, who always support, and pray for my success.
4. My beloved lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Istikomah. She was born in Tanjung Agung on April 01th, 1995 from the couple of Mr. Suhemi and Mrs. Heriyah. They always pray for the researcher and the researcher hopes may Allah forgive them Amin. The researcher is the second child of three children, she has one brother and one sister, and she lives in Sukajaya 4, South Lampung.

Her education started at SDNK Siring Babaran South Lampung and finished in 2007. In the same year, she entered MTs Yapenbaya South Lampung and finished in 2009. Then, she continued her study to SMAN 1 Katibung South Lampung and graduated in 2012. After graduating from high school, in the same year, she continued her study to UIN Raden Intan Lampung as an S1 degree student of Tarbiyah and Teacher Training Faculty Majoring in English Education Study Program.



ACKNOWLEDGMENT

Praise be to Allah the Almighty for the blessing given to her during her study and for completing this final project. Besides, she is also grateful to many people for contributing their ideas and time given to her in completing this thesis entitled, “The Influence Of Using Snowball Throwing Strategy Toward Students’ Narrative Text Writing Ability At The Second Semester In The Eighth Grade Of Mts Yapenbaya South Lampung In The Academic Year Of 2017/2018. This thesis is presented to the English Education Study Program of UIN Raden Intan Lampung.

When finishing this thesis, the researcher obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would like to thank the following people for their ideas, time and guidance in completing this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
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7. All lecturers of English Education Department in UIN Raden Intan Lampung.
8. The last, the researcher would like to say thanks to all friends of class E in English Education department who cannot be mentioned individually here.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, she truthfully welcomes criticism and suggestion from the readers to enhance the quality of this thesis to be better.

Bandar Lampung, June 25th, 2019

The researcher,

ISTIKOMAH
NPM. 1211040192

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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is the important thing in the human life. It is used to communicate to other people. Language can be used to interact to each other. Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.¹ It means that language is the most important tool for communication between people who have different language.

Language is a set of rules, which is used as a tool of human communication. It is used to communicate idea, feeling, belief, love, knowledge, culture, among the members of a speech community each other. The function of a language is so important for human life.² In other words language has an important function for human life, to express their ideas through spoken or written form.

There are many languages in the world, one of them is English. English is an international language. It is used and learnt by almost of countries in the world. To face the globalization era, people should learn and use this language.³ It means that English is very important position in almost every aspect in our life.

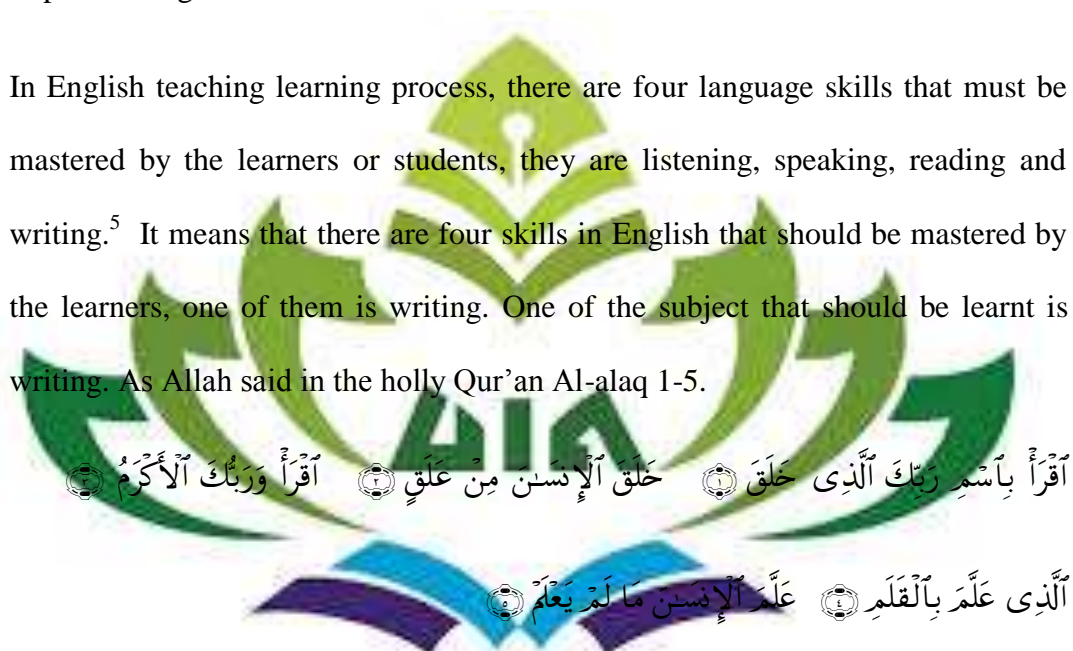
¹Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007), p. 13.

²Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 185.

³M.F. Patel and Praveen M.Jain, *English Language Teaching : Methods, Tool & Techniques* (Jaipur : Sunrise Publisher & Distribution, 2008), p. 4.

In Indonesia, English is learnt as the first foreign language. English generally has been learned by students since they were in the basic level of education.⁴ Although the position of English is only as a foreign language. It means that English is used in certain situation, not only it is used in daily life, but also it as an important part in our education. English becomes one of the requirements subject of final examination that should be passed by the students. It proves that how important English is to be learnt.

In English teaching learning process, there are four language skills that must be mastered by the learners or students, they are listening, speaking, reading and writing.⁵ It means that there are four skills in English that should be mastered by the learners, one of them is writing. One of the subject that should be learnt is writing. As Allah said in the holly Qur'an Al-alaaq 1-5.



“Recite in the name of your lord who created. Created man from a clinging substance. Recite, and your lord is the most generous. Who taught by the pen, Taught man that which he knew not.”

It means that we can express our idea, feeling, and information by writing, because Allah also explained for us in the Q.S al-alaaq 1-5 that Allah had taught us how to read and write something, from that, we can got the knowledge for getting

⁴ MurySupriyanti, Anita Triastuti, *Teaching English as Foreign Language Methodology*, (Yogyakarta : UniversitasNegeri Yogyakarta, 2008), P. 3.

⁵*Ibid*, p. 215.

the information. So, writing is important for educations. Because from writing we know about something we know. About something we don't know. Writing is an activity to express the ideas, thoughts, or events experiences in the form of paragraph.⁶ It means that writing is the activity of transferring the written message by using the ability to apply the rules of writing.

Brown states that writing is a thinking process, written product are often the result of thinking, drafting, and revising procedure that require specialized skills, skills that not every speaker develops naturally and writing focuses students on how to generate ideas.⁷ It means that writing is more complex than other skills because in writing, we have to express ideas. Writing is the last basic language skill that is considered to be the most difficult one. It is supported by Raimes, who states that there are many elements that should be considered and notice in producing a piece of writing, for example content, grammar, syntax, mechanics, organization, and word choice.⁸ It means that writing is not an easy skill, because it is not only transcribing language into written symbol, but also thinking process. Moreover, in writing there are kinds genre of writing such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the

⁶ Weigle, S.C. *Assessing Writing*, (Cambridge : Cambridge University Press, 2002), p. 136.

⁷ H. Douglas Brown, *Teaching by Principle, An Interaction Approach to Language Pedagogy*, (Prentice Hall, New Jersey, 2000), p. 335.

⁸ Ann Raimes, *Teaching Writing Skill*, (Oxford: Oxford University Press, 1983), p. 6.

culture.⁹ It means that there are many kinds of writing text every text has differences each others.

Based on KTSP (*Kurikulum Tingkat Satuan Pendidikan*) that learning English aims to develop students' competence to communicate in English both orally and written. Writing ability for students refer to the competence of mastering the Genre, understanding and producing some kind of texts. One of the texts is Narrative. In fact, students find difficulties in digging their ideas with sufficient vocabulary to construct the text as the generic structure and language feature. In the reality, the teacher has found the students' problem by looking at the students achievement to write a narrative text.

Narrative text is a text which contains about a story in the past, and it may be a fiction or nonfiction story. The purpose of this text is actually to entertain the reader.¹⁰ It means that, narrative text is a text that tell the fiction or nonfiction story in the post. To understand in narrative text the message in the text, students should identify it in the right way. In fact, many students' get difficulties in identifying and understanding it because their lack of knowledge about narrative text. This situation also happenes at the MTs Yapenbaya.

Based on the preliminary research that was done by the researcher at the MTs Yapenbaya by doing interview to the English teacher and some of the students' at the eighth grade of MTs Yapenbaya, the researcher found that many students have difficulties in the mastering narrative text, the difficulties to develop and to

⁹ Ken Hyland, *Teaching and Researching Writing*, (London: Longman, 2009), p.15.

¹⁰ Purwanti, *Let's Write English Texts*, (Yogyakarta, PT Citra Ajiparama, 2013), p.73.

express their ideas in making narrative text correctly and have difficulties in vocabulary and grammar.

One of the problem because the strategy applied by the teacher is not interested, in teaching writing the teacher use Expository Strategy. Expository Strategy is one of learning strategy is used in the classroom, where the teacher focuses to explain the material, in other words the teacher is talkactive.¹¹ Further, expository strategy is one of learning strategy that emphasizes to order material through oral from the teacher to the students.¹² It means that the expository strategy is a strategy where the teacher is the most important role and focus material only from the teacher. Moreover, the teacher hold most important rule, because expository strategy is the manner of presentation lesson which is done by the teacher with the verbal explanation directly.¹³ It can be inferred that expository strategy as one-way communication, it also describes that the students' ability has limited knowledge cause the students' just focus on the teacher explanation.

This strategy only can be done for students that have good listening ability and give good attention. For students do not have good listening ability, need another strategy. Because this strategy is given by talkactive teacher. So that, it is difficult to increase students' ability in socialization, interpersonal related, and critical thinking ability. So that, this strategy happened in one-way communication, then the opportunity for controlling the students understand about the material is

¹¹ Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*, Semarang: Program Studi Pendidikan IKIP Veteran, 2005, p.59

¹² Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana Prenada Media Group, 2006, p.179

¹³ *Ibid.* p.179

limited. Besides, the one-way communication can cause the students' knowledge is narrow about what their teacher given. To get the data of preliminary researcher used interview. According to sugiyono, interview is a conversation between two people (the interview and interview and interviewee) where questions will be asked by the interviewer to obtain information from the interview.¹⁴

Table 1
Data of the students' Narrative Writing Score of the Eighth Grade of MTs Yapenbaya South Lampung in 2017/2018 Academic Year

No.	Class	Score		Total
		<70	≥70	
1	VIII A	18	12	30
2	VIII B	22	8	30
3	VIII C	16	12	28
4	VIII D	20	12	32
Total		76	44	120
Percentage		66.12%	33.88%	100%

Source: *The score from English teacher of MTs Yapenbaya South Lampung*

From the data above, many students got low score because their score was under the KKM of English lesson at school. KKM of English lesson at school is 70.¹⁵ There are 80 students failed category (66.12%) and 40 students in passed category (33.88%). It can be inferred that the achievement of the students in learning writing especially narrative text is relatively low. The teacher said that difficult aspect in teaching writing in narrative text such as grammar and vocabulary. She

¹⁴ sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. (Bandung. Alfabeta, 2009) p.218.

¹⁵ Lilis Dwi Ratnasari, *Interview an English Teacher*, MTs Yapenbaya south Lampung.

also said that the students' felt difficult to understand generic structure about text. It indicates that the most students' still face difficulties in writing narrative text.

Based on the explanation, the teacher must use the other strategy that makes the students Interested in writing. The writing class should be facilitated with activities which motivate students to learn writing a good strategy in teaching writing especially in narrative text can help student to increase their writing ability. One of the strategy that can be used in teaching writing is snowball throwing. Snowball throwing is a learning strategy to train students to be more responsive to receive messages from others and convey the message to a friend of the group. By writing a question on the paper and crumple the paper into a ball shape and then thrown-cast it to the other students, students who received the ball and opened the paper and answered questions in it.

Advantages of Snowball Throwing (ST) improves leadership skills amongst students because there is a group leader whose responsibility is to convey messages to her friends as members of her group, trains students to be independent because each student is given the assignment to create a question to be delivered to another student besides that, each student also has a responsibility to answer a questions and form one of her friends, develops creativity of the students who have to create questions and form their paper into a ball, creates a lively clasroom atmosphere because all the students' must work in order to complete their tasks.¹⁶

¹⁶ Miftahul Huda, *model-model pengajaran dan pembelajaran*, (pustaka pelajar), p. 226.

The result of previous research has been done by Chirsti that, there is effect of using snowball throwing to students' writing ability. She said, the snowball throwing strategy has an effect on the students' writing ability at the seventh grade of SMPN 1 Mojo Kediri.¹⁷

Based on the reasons mentioned above, the researcher expects this strategy can improved the students' ability in writing narrative text. So, she will conduct the research in title The Influence of Using Snowball Throwing strategy toward Students' Narrative Text Writing Ability at the Second Semester of the Eighth Grade of MTs Yapenbaya South Lampung in the academic year of 2017/2018.

B. Identification of the Problem

Based on the background the of the problem above, the researcher identifies the problem as follows:

1. The students' have difficulties in mastering narrative text.
2. The students' get difficulties to develop and express their idea in making narrative text.
3. The students' lack of vocabularies and grammar.
4. The students' writing ability is low.

C. The Limitation of the Problem

Based on the identification of problem above, the researcher limits the problem only on the influence of using Snowball Throwing Strategy towards students' narrative text writing ability.

¹⁷ Banat Ali Chisti, *The Effect of using snowball throwing to students' Writing Ability at the Seventh grade of SMPN 1 Mojo Kediri In Academic Year 2015/2016*, thesis, English Departement, Teacher Training and Education University of Nusantara PGRI Kediri. 2016.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the researcher formulates the problem, as follows: Is there a significant influence of using Snowball Throwing Strategy towards students' narrative text writing ability?

E. Objectives of the research

The objective of the problem is to find out whether there is any Influence of Using Snowball Throwing Strategy towards Students' Narrative Text Writing Ability at the second semester of the eighth grade of MTs Yapenbaya South Lampung in the academic year of 2017/2018.

F. Uses of the Research

It is will hope that the result of this research will be used:

1. Theoretically, the result of the research can contribute as a useful reference for future experimental research with similar interest, especially on Snowball Throwing and students' writing ability on narrative text problem, and useful references for future the next study was concentrate on students' writing ability on narrative text.
2. Practically, it is hoped that this study can be used as the information concerning with whether there is improvement of students' writing ability on narrative text that are taught by using Snowball Throwing strategy, and as a help to english teachers in finding an appropriate way improve students' writing ability.

G. Scope of the research

1. Subject of the Research

The subjects of the research was students at the second semester of the eighth grade of MTs Yapenbaya South Lampung.

2. Object of the Research

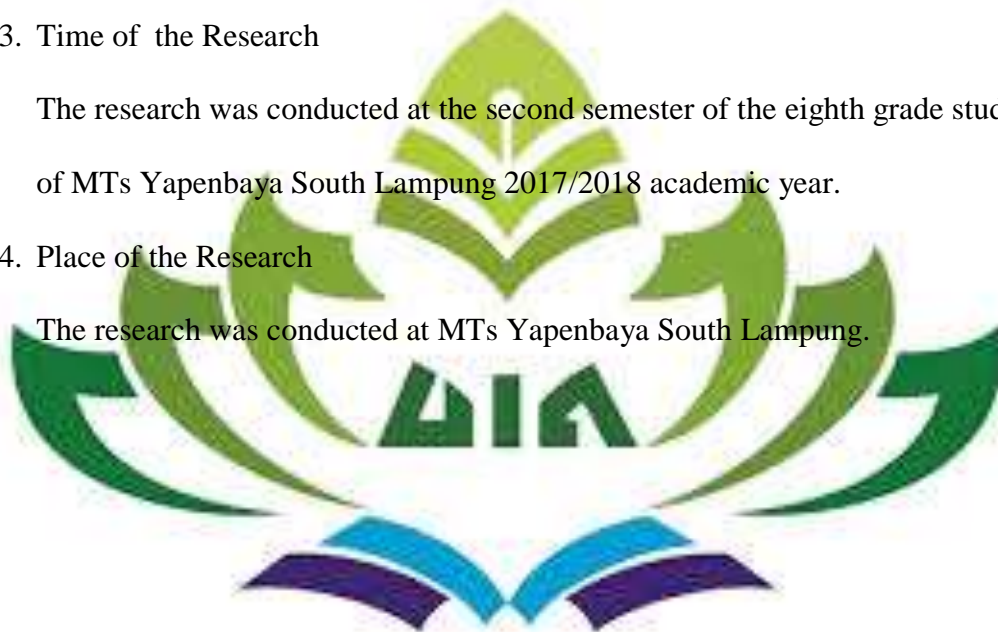
The object of the research was the using Snowball Throwing Strategy in teaching narrative text writing ability.

3. Time of the Research

The research was conducted at the second semester of the eighth grade students of MTs Yapenbaya South Lampung 2017/2018 academic year.

4. Place of the Research

The research was conducted at MTs Yapenbaya South Lampung.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Teaching English as a Foreign Language

Language is considered to be a system of symbols and words, primarily through oral and written communication as well as using expressions through body language. Language is sets of habits.¹⁸ This suggests that acquiring a language require the frequent uses of the language. In other words, learners need lots of practices to master the language. Harmer states that, English as a foreign language is generally taken to apply students who are studying general English at the schools and institutes in their own country or as transitory visitors in a target language country.¹⁹ It means that the purpose of teaching English as foreign language is to create a situation that the students can use English as a means of communication. The students should be put into situation that they can use English for communication both of oral and written.

In the case, there are two ways of developing ability in a target language such as acquisition and learning. Acquisition is defined as a subconscious process that is identical to the process use in first language acquisition in all important ways, while learning is defined as conscious knowing about a target language. While acquisition is taking place, language learners are not always aware of the results: they are not very concerned with grammatical rules and error correction. They are

¹⁸Ricards Jack C and Theodore. S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 2nd Ed. 2001), p. 55.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (Singapore: Longman Group UK Limited, 3rd Ed. 1991), p. 39.

gaining a target language by living in the society where the language is use in their daily lives. When people talk about the rules of a target language, they are learning the target language.²⁰ It means that acquisition and learning are the way to develop the ability in target language, the acquisition of the language will be easier achieved by the people who life in the society where the language is used in their daily lives. Learning language is the process to learn the target language which is not used in daily communication.

English as a foreign language occurs in countries where English is not actually used or spoken in daily life. English is really a foreign language for language learners in Indonesia because in Indonesia, English is just learned at school and people do not speak the language in the society. English is introduced as a local content in elementary school and as a compulsory subject from junior high school to university level. Learner who learn English as foreign language do not use English in their daily communication. The reason for this is, because the environments does not support the learner to use English for communication. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. It means that English is not spoken in the society, accuracy is really focus in learning English. They use English only when they learn English subject in the classroom and the learner has no appropriate time to practice the knowledge outside the classroom.

It is not the case when people learn English in countries where English as a second language, such as in Malaysia, Singapore, etc. English as a second

²⁰ Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 1st Ed. 2006), p. 21.

language occurs in countries where English is spoken in the society. People in those countries emphasize on the ability and fluency in communication of daily lives. They acquire English, because they are exposed to the language in the society. They are not always aware of the process of gaining the language.²¹ Referring to the theory of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more as learning while in Malaysia more as acquisition.

Teaching English as foreign language means that English is used by the people not as their mother tongue or their native language. According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge and causing to know and understand.²² It means that teaching is the process to show, give, guide and provide the knowledge from the teachers or educators to the students, and the goal of the teaching process is to make students understand the new knowledge. Teaching is a process that should be done by teacher based on knowledge, teaching skills, personal qualities, professionalism and has done interesting teaching method in order that the students are interested in learning English.

Based on the explanation above, the writer concludes that in the teaching English as a foreign language, the teacher should assist and guide students in the mastery of the material. In other words the teacher as a facilitator must be able to provide a good method or technique in teaching and learning so that at the end of teaching

²¹ *Ibid*, p. 22.

²² H. Douglas Brown, *Principles of Language Learning and Teaching*, (Pearson Education, Longman, 5th Ed. 2007), p. 7.

activities English as foreign language the students will understand the subject that is taught.

2. Concept of Writing

Writing is one of four skills in English that must be mastered by students. Rimes states that writing is a skill in which we express ideas which are arranged in word, sentence and paragraph by using eyes, brain, and hand.²³ When we write, our mind gets an idea and expresses the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or tell the reader about their ideas by using writing. It is supported by Sutanto who said that writing as a process of expressing ideas or thoughts in words should be done at our leisure.²⁴ It can be said that writing is skill to express idea and thought on their mind in writing form.

The purpose of writing is to give information from the writer to reader. A written text is used to convey the written message of information correctly and effectively. The writer should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the writer's ideas or thoughts and the writer can attain the purpose of her/his written text.

⁶ Ann Rimes, *Techniques in Teaching Writing*, (London: Oxford American English, 1983), p. 3.

⁷ Sutanto Leo et. Al., *English for Academic Purpose Essay Writing*, (Yogyakarta: Penerbit ANDI), p. 1.

Writing is activity to express and put on the ideas or thought on written form. In addition, Oshima states that writing is a process, because it go through many stages.²⁵ It can be said that when we are trying to write something, we need some steps.

From the statement above, it can be said that writing is not instant process. There are some steps of writing based on Harmer,²⁶ they are:

a. Planning

Experienced writers plan what they are going to write. Before they start to write or type, they try and decide what is they are going to write. For some writers this many involve making detail notes. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose of their writing, the audience they are writing for, and the content structures.

b. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way the final version.

⁸ Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (New York: Longman, 1999), p. 3.

⁹ Jeremy Harmer, *Op. Cit.*, p. 4.

c. Editing (reflecting and revising)

Once writer have produced a draft, usually they read the text to know whether there is something the must be added and removed or not. After that, they make a new text.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

In writing, we are not only have to learn the process but also we have to master the written form of the language and learn certain structures which are less use in speech, or perhaps not all use at all, but which are important for effective communication in writing.²⁷ It is really not easy to translate our thinking into written language. We must be able to choose the appropriate words and combine the words become effective.

Based on the definition of writing the above, it can be concluded that writing is an activity to express an idea or thought with a good organization of the written language that requires several stages and activities to express thoughts and feelings in written form which is expected to be understood by the reader and serves as a communication tool is not directly.

¹⁰Donn Byrne, *Teaching Writing Skill* (New York: Longman, 1988), p. 5.

a. Concept of Writing Ability

Writing is one of skill to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching in English. When write, students' frequently have more time to think than they do in oral activities. They can go through what they know in their mind, and even consult dictionaries, grammar book, or order reference material to help them.²⁸ It means that process of writing more complex and more difficult than other skills.

According to Weigle, writing ability is the skill that we want to test is a critical starting point in designing a test for particular context will depend in large measure in the specific group of second-language and the type of writing that these writer are likely to engage in.²⁹ Therefore, writing ability is the ability that we want to critical starting point in designing a test for particular context.

Writing ability is supporting by others skills. Harmer says that in writing what we write often depends upon what we read. He also says that letters are often written in reply to other letters, and e-mail conversation proceeds much like spoken dialogues. Indeed, in the case of chat rooms, the computer discourse takes place, like spoken conversation, in real time.³⁰ Reader is very important in writing, because in writing we need reader as participants to receive information. In writing also supported by speaking. When we start to write something, our writing

²⁸ Jeremy Harmer, *Op.Cit*, p. 31.

²⁹ Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 14.

³⁰ Jeremy Harmer, *Op.Cit*, p. 251.

resemble of our speaking. It means that writing is supporting by reading skill and speaking skill.

According to tribble there are five components of writing that should be mastered by the students in order to improve their writing ability. Those components are:

- 1). Content (the ability to think creatively and develop thought)
- 2). Organization (the ability to creative in appropriate manner)
- 3). Vocabulary (the ability to use of coord / idiom)
- 4). Language use (the ability to write appropriate structure)
- 5). Mechanic (the ability to use punctuation, copatalization, spelling and layout correctly)³¹

From the definitions above, it can be concluded that writing ability is an ability to communicate information and ideas to someone else by arranging words into form of sentences organizing some interesting components like experiences or ideas in written form by showing proper use of such aspects as content, organization, vocabulary, language use, and mechanics.

b. Concept of Teaching Writing

In learning writing, sometimes students feel uncomfortable and bored. There are many reasons for students such as a they do not have ideas, do not have anything to say, lack writing habit, lack grammar and vocabulary, there is no motivation themselves. To solve those problems we need a competence teachers in teaching

³¹ Chistopher tribble, *language Teaching Writing*, (New York: Longman, 1998), p. 5.

writing, the teacher has important role to help students to express their idea, opinion, and their feeling in written form by letting and guiding the students. According to Brown, the teaching of writing is entirely different, however, since an objectives here is to help students to become better writers and to learn how to write in various genres using different registers.³² It means that the aim of the teaching writing is how to make the students know how to write correctly and to use the different kinds of wrting text briefly.

Harmer says that teachers need to help such students build the writing habit so that students recognize writing as being a normal part of classroom practice and they come to write tasks with as much enthusiasm as they do other activities. Teachers must make sure, however, that teachers give them enough information to do what they have asked. Teachers need to be able to give students ideas to complete the task as well. Sometimes teachers will feed ideas to students or students as they do the task.³³

Teachers can make students enjoy in the learning process, if they can apply interesting strategy in teaching narrative text writing ability with the types of classroom. The following types of classroom writing performance that can help the teacher in writing process:

³² Jeremy Harmer, *How to Teach Writing*, (New York: Longman,2004), p. 34.

¹³ Jeremy Harmer, *Ibid* 2007, p. 329.

1. Imitative or writing down

At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

2. Intensive or controlled

Writing is sometimes used as production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, writing grammar exercise. This type of writing does not allow much, if any creativity on the part of the writer.

3. Self writing

A significant proportion of classroom writing may be devoted to self writing, or writing with only the self in mind as an audience. The most silent instance of this category in classroom is note-taking, where students take notes during a lecture for the purpose of later recall.

4. Display writing

It is noted writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display.

5. Real writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of message to an audience in need of those message.³⁴

¹⁵H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, Pearson Education, (New Jersey, 2007), P. 85.

From the statements above, it can be concluded that the teacher can use classroom performance to make students enjoy in the learning process. The types of classroom writing are imitative or writing down, intensive or controlled, self writing, display writing, and real writing. Then, the teacher should find an appropriate technique in teaching narrative text writing ability to the students, in order to develop their writing ability. Students need to be helped by teacher to get good writing. In other word, teacher guides students' writing and come up students' ideas, in order to make students are interested and enjoyable to do writing.

c. Concept of Text

A text is meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse.³⁵ It means that a text is a number of words to give a message to somebody in written or spoken.

According to Anderson and Anderson there are two main categories of text, they are literary and factual. The literary are narrative, poetry and drama; the factual are recount, response, explanation, discussion, exposition and procedure.³⁶ It means that the pieces of writing are classified in based relation to the writer's intention to form a writing and readership. The writer sets a task for this research based on the student need which related to the teaching learning at junior high

³⁵ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1.

³⁶ Mark Anderson and Kathy Anderson, *Text Type in English*, (South Yara: MacMillan Education, 1997), p. 2.

school, those are: report, descriptive, recount, procedure text and narrative. They will be further discussed with a focus on narrative text.

From the explanation above, it can be concluded that text is a original word of something written, printed, or spoken in contrast a summary paraphrase that used to deliver message or information from the writer to the reader. There are many kinds of text in English for teaching and learning.

d. Text Types in English

According to English syllabus for junior high school there many kinds of text that are taught in junior high school. They are, recount, procedure, descriptive and narrative text.

1) Recount

Recount text is a piece of text that retells past event usually in order in which they happened.³⁷ The generic structure is orientation, record of event and reorientation. While its language features are focuses on the participant, uses time connective and conjunction, uses past tense, and uses adverb and adverb phrase.

2) Procedure

Procedure text is any written English text in which the writer describes how something is accomplished through a sequence of action or step.³⁸ Anderson and

³⁷ *Ibid*, p. 16

³⁸ Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Grahailmu, 2007), P.81

Anderson say that a procedure is a piece of text that tells how to do something.³⁹

The generic structure of this text is goal, material and steps. The language feature of procedure text are focus on general human agents, use simple present tense, often imperative, use mainly of temporal conjunction or numbering to indicate sequence, and use mainly of material process. The example of procedure text are how to make sandwich, how to make a cup of coffee, how to make an omelet, etc.

3) Descriptive

Descriptive text describes person, place or thing.⁴⁰ Generic structures of descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes parts qualities and characteristics. The language feature of descriptive text is focus on specific participants, use of adjectives and adverb and use of simple present tense. The example of descriptive text such as describes about people (an artist, teacher, best friend). Place, such as Borobudur and Prambanan Temple. Thing such as plant, for example *Raflessia Arnoldi*.

d) Narrative

Narrative text is a piece of text which tells a story to entertain and inform the reader and listener.⁴¹ The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, uses past tense, uses time connective and

³⁹ Anderson, *Op.Cit*, p.51

⁴⁰ Petter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Sidney: UNSW Press, 2005), pp. 98-99.

⁴¹ *Ibid*, p. 8.

conjunction uses saying verb. The examples of narrative text are Cinderella, Mouse Deer and Crocodile, Malin Kundang, etc.

Based on the explanations above, it can be concluded that there are many kinds of texts in teaching writing for student of junior high school and each student must be able to understand the generic structure and language feature of the texts.

3. Concept of Narrative Text

a. Definition of Narrative Text

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.⁴² It means that narrative text is kind of the text that tell the reader about story, as if the readers take part in the story that is purposed to amuse the readers.

Pardiyono states that narrative text is kind of text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.⁴³

It means that narrative is a text that retell the past activity to give entertain and moral lesson to the reader.

Based on those theories, it can be concluded that narrative is a text that retell the actual or vicarious experience that was done in the past to entertain and give the moral lesson to the reader.

⁴² Sanggam Siahaan, *Op. Cit*, p. 73.

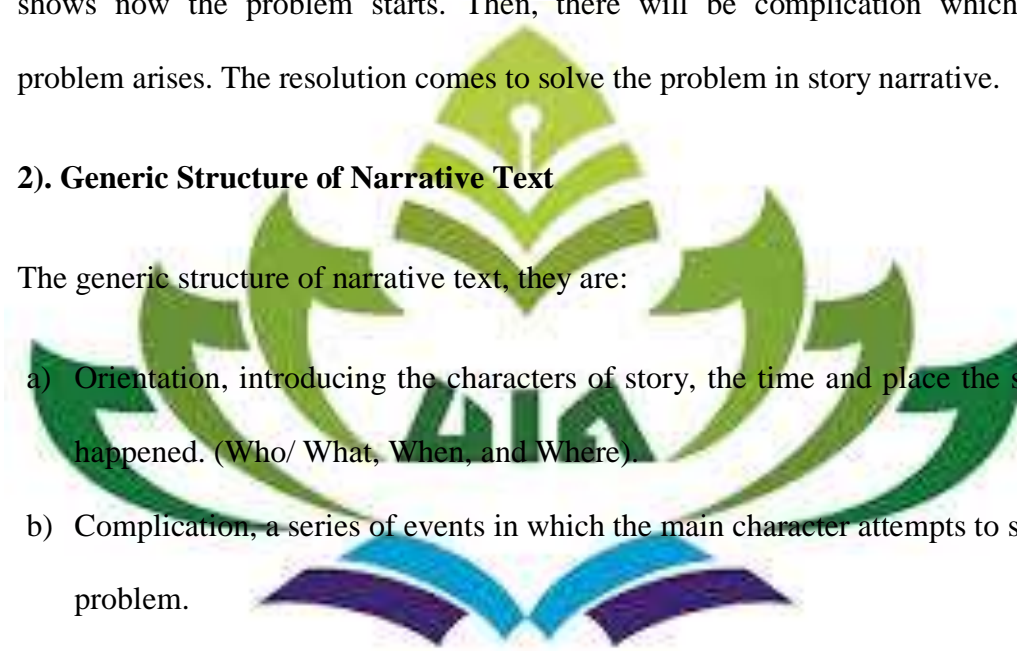
⁴³ Pardiyono, *teaching Genre, Based Writing*, (Yogyakarta: ANDI,2010),p. 94.

1) Social Function of Narrative Text

The social function of narrative text is to amuse entertain and to deal with actual or vicarious experience indifferent ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.⁴⁴ It means that the purpose of narrative is to give to entertain and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication which the problem arises. The resolution comes to solve the problem in story narrative.

2). Generic Structure of Narrative Text

The generic structure of narrative text, they are:

- 
- a) Orientation, introducing the characters of story, the time and place the story happened. (Who/ What, When, and Where).
 - b) Complication, a series of events in which the main character attempts to solve problem.
 - c) Resolution, the ending of story containing the solution.⁴⁵

From the statement in above, the researcher concludes that the generic structure of narrative text including, introduces orientation to lead the writers to the context, it is continued by complication, which tells about events and solve problem in a narrative, and Then, solution of problem in resolution

²⁷ Linda Gerot and Peter Weignell, *The Genre-Grammar Connection*, (Australia: AEE, 1994), p. 204.

²⁸ Th. M. Sudarwati, *Look Ahead An English Course For Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), p. 52.

b. Concept of Narrative Text Writing Ability

Writing is a process of communication using conventional graphic system to convey a message to a reader.⁴⁶ It means that writing is the writer activity to deliver information to the reader. There are many kinds of English texts that should be mastered by the students. One of the text is narrative. Narrative text kind of text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.⁴⁷ It means that narrative is a text that retell the past activity to give entertain and moral lesson to the reader. Then, writing ability is the ability of students to write a good writing by fulfills the five criteria of writing content, organization, vocabulary, language use, and mechanic.

From those explanation, can be concluded that students narrative text writing ability is the student's ability to write a text that use to retell activities or events in the past to give moral lesson and entertain readers by fulfills the criteria of good writing including content, organization, vocabulary, language use, and mechanics.

4. Concept of Approach, Method, and Strategies

In general of methodology, people talk about approaches, methods, strategies, technique, procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language

⁴⁶ Michel Swan, *practical english use*, (New York : Oxford University press, 1980), p. 350.

⁴⁷ Pardiyono, *Lo.Cit.*

learning.⁴⁸ It means that approach is describe how people acquire their knowledge will promote successful language learning. According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language and the applicability of both to pedagogical setting.⁴⁹ It means that approach describes how a way about a language learning. Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources the way things are done in the classroom and which provide the reasons for doing them.⁵⁰ It means that approach describes how to people get the knowledge to achieve the successful in language learning. A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles the teachers and learner, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedure and technique as part of their standard fare.⁵¹

According Rebecca Oxford provides the most comprehensive taxonomy of learning strategies currently available. These strategies are divided into what have come to be known as direct or cognitive, which learners apply directly to the language itself, and indirect or metacognitive strategies, in which learners manage or control their own learning process. Direct strategies include a number of different ways of remembering more effectively, using all your cognitive processes, compensating for missing knowledge. Indirect strategies, according to Oxford's taxonomy, include organizing and evaluating your learning, managing

⁴⁸ Jeremy Harmer, *Op.Cit,P.78*.

⁴⁹ H. Douglas Brown, *Op.Cit.p.16*.

⁵⁰ Jeremy Harmer, *Op.Cit.p.62*.

⁵¹ *Ibid*, p.62.

your emotions, learning with others. Strategies, like styles, can be taught, and because of their specificity, even more easily than styles. There are at least for different approaches you can take to teaching strategies in the language English.⁵² The strategies in the lesson we have just observed is an example of what chamot and O'Malley call 'metacognitive strategies' strategies that are used to plan, monitor, and evaluate a learning task.

5. Concept of Snowball Throwing Strategy

Snowball Throwing (ST) or also commonly known as the snowball fight is a learning that is adopted first from a physical game in which of clod snow thrown with the intention of hitting anyone else. In the context of learning, snowball throwing applied by tossing clod paper to designate students' who are required to answer questions from the teacher, this strategy is used to give the concept of understanding the materials that are difficult to students and can also be used to determine the extent of the knowledge and abilities of students in such materials.⁵³

According to Shoimin, snowball throwing is the development of the discussion learning model and part of cooperative learning,⁵⁴ it mean that snowball throwing strategy is a model of learning which divided student into several groups to discuss.

⁵² H. Dauglas Brown, *Teaching by Principles An Interactive Approach to language Pedagogy*, (longman: california, san fancisco, 2000), p.217.

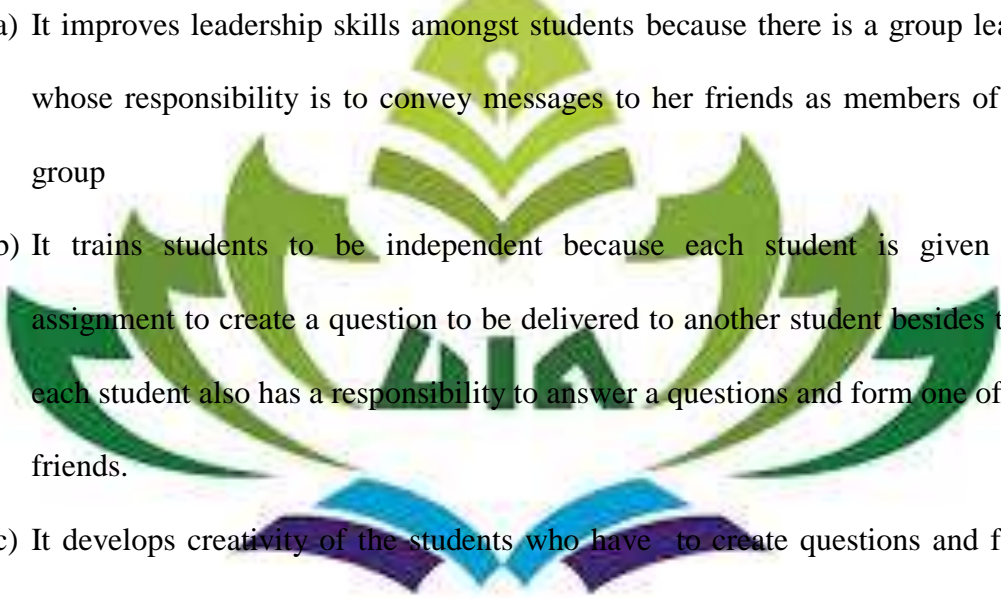
⁵³ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Pustaka Pelajar: Yogyakarta), p. 226.

⁵⁴ Aris shoimin, *68 model pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar Ruzz Media, 2014) p.124.

Snowball throwing is a Learning strategy to train students to be more responsive to receive messages from others and convey the message to a friend of the group. By writing a question on the paper and crumple the paper into a ball shape and then thrown-cast it to the other students, students who received the ball and opened the paper and answered questions in it.

a. Advantages and Disadvantages of Snowball Throwing (ST) Strategy

1) Advantages of Snowball Throwing (ST)

- 
- a) It improves leadership skills amongst students because there is a group leader whose responsibility is to convey messages to her friends as members of her group
 - b) It trains students to be independent because each student is given the assignment to create a question to be delivered to another student besides that, each student also has a responsibility to answer a questions and form one of her friends.
 - c) It develops creativity of the students who have to create questions and form their paper into a ball.
 - d) It creates a lively clasroom atmosphere because all the students' must work in order to complete their tasks.

2) Disadvantages of Snowball Throwing (ST)

- a) The explanations from the group leader sometimes are not as clear as that given by the teacher, as a result the members of a group may not understand the explanations given by their group leader because the group leader has

forgotten some information or even because she is unable to explain the ST clearly.

- b) Some students may not yet be able to create good and correct questions.
- c) After getting the ball from his friend, a students may not be able to answer question correctly especially if the question is not clear or, in other words, the question is in comprehensible.
- d) It can be difficult to determine whether the learning objectives are achieved or not.

Snowball Throwing strategy is a good strategy that can help students to increase their writing ability, but this strategy also has some disadvantages, to solve those problems the teach has to explain the material clearly and make sure all of the students understand it, and before use this strategy the teacher must teach the students how to make and answer the question correctly.

b. Procedure of the Teaching Narrative Text Writing Ability by Using Snowball Throwing Strategy.

The original of teaching procedure of snowball throwing strategy are:

1) According Asmani, the procedure in using snowball throwing strategy they are:

- a) The teacher gives the material based on the basic competence.
- b) The teacher makes some groups and gives the explanation about the materials to the moderator.

- c) The each moderator back to their groups, the they explain again what teacher explained before to their friends based on their each group.
- d) Then, each student has given a work paper to write one question invlove material that moderator of each group had explain it.
- e) A question paper then made it like a ball and throws it from a student to another for 15 minutes.
- f) After that student will get a snowball paper then the student is given an opportunity to answer the question from the question from the question paper by turns.
- g) Teacher makes evaluation about the materials.
- h) Teacher closes the teaching and learning process.⁵⁵

2) Agus Suprijono mentions the are eighth steps. Step by step method snowball throwing strategy are as follows:

- a) Teacher deliver the material that will be learnt.
- b) Teacher make groups and call the chairman of each group to give an explanation about the material being taught to their students/ members.
- c) The groups heads back to each group and explain any material submitted by the teacher to his friends.
- d) Each student is given a sheet of paper, to write down one question concerning any matter which has been described by the group leader.
- e) The paper containing the questions was made into a ball and tossed one student to another student about 15 minutes.

⁵⁵ Jamal Ma'mur Asmani, *7 tips Aplikasi PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan)*, (Yogyakarta: DIVA press), p. 47- 48.

f) Then each student has one ball or one question and gives the opportunity for students to answer questions that are written in ballshaped paper in trun.

g) Evalution

h) closing⁵⁶

3) According Miftahul Huda the procedure in using snowball strategy they are:

a) Teacher convey the material.

b) Teachers makes groups, in each groups there are the leader. Then the teachers call each groups leader.

c) Then each group heads discuss the material which is given by the teacher to groupmate.

d) Each student is given a sheet of paper to write down the work any questions regarding the material that has been described by the group's chairman.

e) Students form the paper into a ball and tossed from one student' to another student for 15 minutes.

f) Once the student gets the ball, he/she is given the opportunity to answer questions that are written in the paper alternately.

g) Teachers evaluate and close the learning.⁵⁷

⁵⁶ Agus Suprijono, *Cooperative Learning Teori & Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2009), p.147.

⁵⁷ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Pustaka Pelajar: Yogyakarta), p. 227.

The steps of snowball throwing strategy in writing class to teach narrative text as follows:

1. Teacher delivers the material that will be learnt.
2. Teacher makes group and call each of the group leader to give explain a narrative text about the material being taught to group head.
3. The group leader back, then explain again what teacher explained to their friends / members.
4. Teacher gives a work paper / sheet of paper containing a clue, 'exp : once upon a time.....' to one of the group to continue the sentences at least contains one paragraph.
5. Then, the paper that made it like a ball and throws / tossed it from one group to another group about 15 minutes, to continue the story again until becomes a narrative text.
6. And then, teacher asks the students to rewrite a narrative text based on their understanding that have been discussed.
7. Teachers evaluate and close the learning.

6. Concept of Expository Strategy

a. Definition of Expository Strategy

Expository Strategy is one of learning strategy is used in the classroom, where the teacher focuses to explain the material, in other words the teacher is talkative.⁵⁸

Further, expository strategy is one of learning strategy that emphasizes to order

⁵⁸ Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*, (Semarang: Program Studi Pendidikan IKIP Veteran, 2005), p.59.

material through oral from the teacher to the students'.⁵⁹ It means that the expository strategy is a strategy where the teacher is the most important role there and focus material only from the teacher. Moreover, the teacher hold most important rule, because expository strategy is the manner of presentation lesson which is done by the teacher with the verbal explanation directly.⁶⁰ It can be inferred that expository strategy as one-way communication, it also describes that the students' ability has limited knowledge cause the students' just focus on the teacher explanation.

According to Astuti, expository teaching model is a model of learning that suppress the verbal process of delivering material from a teacher to a group of student with the intention that students' can master the subject matter is optimal.⁶¹ It means that expository is one kind of teaching model that can be used by the teacher orally to explain the material to the students' in order to make the students' master the material

Based on these explanations, it can be concluded that the expository strategy has weakneses to be used in the writing classroom. To solve the problem the teacher needs to explain the material slowly and clearly, and the teacher should make the teaching and learning process enjoyable by giving opportunity to the students' become active.

⁵⁹ Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*,(Jakarta: Kencana Prenada Media Group, 2006), p.179.

⁶⁰ *Ibid.* p.179.

⁶¹ Novita Fuji Astuti, *Efektivitas Model Pembelajaran Expositori Hasil Belajar Siswa Pokok Bahasan Ayat Jurnal Penyesuaian*. Pontianak: Universitas Tanjung Pura, 2010, <http://jurnal.untan.ac.id/index.php/jdpdp/article/view/3137>. Accessed on November 12nd, 2016, 8:15 pm

b. Procedure of Teaching Narrative Text Writing through Expository Strategy

There is procedure of Teaching Narrative Text Writing through Expository Strategy:

- 1) The teacher prepares the material that related with narrative text for the students’.
- 2) The teacher presents the material narrative text and give an example of narrative text for the students.
- 3) The teacher explains about narrative text with generic structure.
- 4) The teacher asks the students’ to make a narrative text by retelling the story based on the text they read.
- 5) The teacher gives conclusion in the end of material.⁶²

Based on these explanations, it can be concluded that the procedure of teaching procedure text writing through expository strategy start from the teacher prepares until the teacher closes the material.

c. Advantages and Disadvantages of Using Expository Strategy

The advantages and disadvantages of using expository strategy as a strategy in writing of English teaching learning process. There are some of advantages and disadvantages of using expository strategy, they are as follows:

1) Advantages of Using Expository Strategy

- a) Through this strategy the teacher can control the material and this strategy can be used of the total students’, in another words in the large class.

⁶² *Ibid*, p. 4.

- b) Through this strategy the students' can hear through speech from the teacher, then look the demonstration about the material.⁶³

Based on these explanations, it can be concluded that the expository strategy has strength for the students' through oral by their teacher.

2) Disadvantages of Using Expository Strategy

- a. This strategy only can be done for students' that have good listening ability and give good attention. For students' do not have good listening ability, need another strategy.
- b. Because this strategy is given by talkative teacher. So that, it is difficult to increase students' ability in socialization, interpersonal related, and critical think ability.
- c. So that, this strategy happen in one-way communication, then the opportunity for controlling the students understand about the material is limited. Besides that, the one-way communication can cause the students' knowledge is narrow about what their teacher given.⁶⁴

Based on these explanations, it can be concluded that the expository strategy has weaknesses to be used in the writing classroom. To solve the problem the teacher needs to explain the material slowly and clearly, and the teacher should make the teaching and learning process enjoyable by giving opportunity to the students' become active.

⁶³ Sofyana Hanani, *Op. Cit.*, p. 60.

⁶⁴ Wina Sanjaya, *Op. Cit.*, pp.190-191.

B. Frame of Thinking

Snowball Throwing is the strategy that can apply for all students and in levels class. It can be concluded that Snowball Throwing strategy can be applied in narrative text writing. The basic foundation of this strategy is to make the students' more active in the teaching-learning process by discussing with their classmates. Moreover, the teaching-learning process will be more attractive and fun. So, it will give positive influence to students' in understanding the material given by the teacher. He further stated that there are seven steps in Snowball Throwing strategy, they are organizing students into pairs, posing the topic or a question, giving time to students' to think, asking students' to discuss with their partner and share their thinking, and calling on a few students' to share their ideas with the rest of the class.

In fact, many students of senior high school until university still assume that writing the most difficult as well as boring lesson. Those factors make the students' unable to master writing very well. Since in writing many kinds of components that should be know the students to make produce of good writing. Besides, there are many kinds of English text that should be know by the students'. One of the texts is narrative text. Even though narrative text is very interesting text that give entertain and moral lesson to the reader, but many students' still face difficulties to master it. To solve the problems teacher needs to provide by using appropriate teaching strategy that can be applied in the teaching and learning process of writting narrative text. The strategy is Snowball Throwing.

By using Snowball Throwing the students' try to solve the problem themselves that set by the teacher and pairs with the partners and allow time for each member to explain their answers to the other pairs, in this case students are required to understand the material that will be presented, the teacher will tell them how to pronounce and spell the word truly, how to write the truly and they are finally used to do it. And the next steps of teaching by using Snowball Throwing, the students' are asked to write English the discussing text or problems that set by teacher. Hopefully it can solve the students' problem and also increase their ability in narrative text writing.

C. Hypothesis

Based on the theory and statement above, the researcher states the hypothesis as follows:

Ha: There is a significant influence of using snowball throwing strategy toward Students' Narrative Text Writing Ability in the eighth grade of MTs Yapenbaya South Lampung at the Second semester in the academic year of 2017/2018.

Ho: There is no a influence of using snowball throwing strategy of Students' Narrative Text Writing Ability in the eighth grade of MTs Yapenbaya South Lampung at the Second semester in the academic year of 2017/2018.

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